

<b>Big Idea/Structure in the Arts (1) Reporting Category</b> Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.	
<b>High School</b>	
<b>Music</b>	
<b>AH-HS-1.1.1</b>	Students will analyze or evaluate, the use elements of music in musical compositions. DOK 3 (Incorporates prior knowledge about elements from primary through 8 <sup>th</sup> grade) Elements of music: Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera - overture, aria, recitative, movements of the classical symphony), Timbre, Harmony, Tempo, Dynamics
<b>Dance</b>	
<b>AH-HS-1.2.1</b>	Students will analyze or evaluate how choreographers and dancers use the elements and choreographic forms, styles of dance to communicate ideas and feelings through creating and performing. DOK 3 (Incorporates prior knowledge about elements from primary through 8 <sup>th</sup> grade.) Elements: Space, Time, Force Choreographic Forms: Theme and Variation, Rondo, Narrative Styles:(characteristics of) Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement ( <i>actual terms not to be assessed</i> ), pointe shoes for female, slippers for men, costumes – tights, tutu, root is court dances Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g. Irish step dance, jig and African steps) Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements ( <i>actual terms not to be assessed</i> ), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance Modern – freedom in movement, English/French/new words to describe movements ( <i>actual terms not to be assessed</i> ), usually bare foot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography
<b>AH-HS-1.2.2</b>	<i>Students will describe or analyze the relationship among music, costumes, lighting, props/scenery and choreography.</i>

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<b>Drama/Theatre</b>	
<b>AH-HS-1.3.1</b> Students will analyze or evaluate the use of technical elements, literary elements, and performance elements in a variety of dramatic works. DOK 3 (Incorporates prior knowledge about elements from primary through 8 <sup>th</sup> grade.) Elements of drama. <u>Literary elements</u> - Plot structures (rising action, turning point, falling action), Suspense, Theme, Language, Style, Monologue, Dialogue <u>Technical elements</u> - Scenery, Sound, Lights, Make-up, Props <u>Performance elements</u> - Acting (e.g. character motivation and analysis, empathy) Speaking (e.g., breath control, projection, vocal expression and inflection, diction), Nonverbal expression - (e.g., gestures, body alignment, facial expression, character blocking and movement)	
<b>High School</b>	
<b>Visual Arts</b>	
<b>AH-HS-1.4.1</b> Students will analyze or evaluate the use of the elements of art and principles of design. DOK 3 (Incorporates knowledge about elements and principles of design from primary through 8 <sup>th</sup> grade.) Elements of art: Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, 2 point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory - primary, secondary, intermediate hues, intensity - brightness and dullness, color schemes/groups - triadic, complementary, analogous)  Principles of Design: Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity	

**AH-HS-1.4.2**

Students will analyze or evaluate the use of media and art processes in creating artworks. DOK 3

Media (plural)/Medium (singular)

Two-dimensional: paint (watercolor, tempera, oil, and acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, and computer design

Three-dimensional: clay, wood, glass, metal, stone, and plaster

Art processes:

Two-dimensional: drawing, painting, fiber art (e.g. fabric printing, stamping, batik, tie dye), photography

Three-dimensional: textiles, fiber art (e.g. constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture

Subject matter: representational (e.g. landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective)

### Big Idea/Humanity in the Arts (2) Reporting Category

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

### High School

#### Music

##### AH-HS-2.1.1

Students will analyze or evaluate how factors such as time, place, and ideas are reflected in music. DOK 3

##### European Culture and Style Periods:

Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines played simultaneously] are prominent in music, the rise of instrumental and secular music)

Baroque (Bach and the fugue, Handel and oratorio)

Neo-Classicism/"Classical" (Mozart & Haydn – true classical style, Beethoven- transition from classical to romantic)

Romanticism (Tchaikovsky - influence on ballet, Wagner- influence on opera)

Impressionism/Post-Impressionism (Debussy, Ravel – symbolism in music)

Modern and Contemporary (Stravinsky – influence on Russian ballet)

##### American Culture and Style Periods:

Modern and Contemporary (Multiple cultural influences, blending of cultures and styles: Gershwin - jazz in classical musical forms, Copland – integrated national American idioms into his music, Ellington – the sophistication of American jazz styles, Latin and Caribbean influences in American music – musical styles and idioms integrated into the American mainstream)

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<p><b>High School</b></p>
<p><b>Dance</b></p>
<p><b>AH-HS-2.2.1</b> Students will analyze or evaluate how factors such as time, place, and ideas are reflected in dance. DOK 3</p> <p><b>European Culture and Style Periods:</b>  Renaissance (court dances)  Baroque (development of ballet)  Romantic (golden age of ballet)  Modern and Contemporary (Balanchine, Baryshnikov, Fokine – the revitalization and 20<sup>th</sup> century prominence of Russian ballet)</p> <p><b>American Culture and Style Periods:</b>  Realism (folk and social dance, e.g., square dance, swing, foxtrot)  Modern and Contemporary (Alvin Ailey – acclaimed African American choreographer incorporation of traditional African roots, African -American themes, Martha Graham – abandoning traditional steps of ballet, portrayed characters in woman’s viewpoint)</p>

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<p style="text-align: center;"><b>High School</b></p>
<p><b>Drama/Theatre</b></p>
<p><b>AH-HS-2.3.1</b> Students will analyze or evaluate how factors such as time, place, and ideas are reflected in drama. DOK 3</p> <p>Japanese Culture (history and characteristics of Kabuki theatre)</p> <p>Historical Style Periods:              Renaissance (Commedia Dell’arte, Shakespeare and Elizabethan Theatre)              Neo-Classicism/“Classical” (satire)              Romanticism (melodrama)              Realism (Henrik Ibsen, George Bernard Shaw)</p> <p>American Culture:              American playwrights’ role with realism in theatre (Tennessee Williams, Arthur Miller)              Modern &amp; Contemporary (impact of technology on drama/theatre, the development of American musical theatre)</p>

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<p style="text-align: center;"><b>High School</b></p>
<p><b>Visual Arts</b></p>
<p><b>AH-HS-2.4.1</b> Students will analyze or evaluate how factors such as time, place, and ideas are reflected in visual art. DOK 3</p> <p>Middle Eastern and Asian temple architecture, characteristics of temples (Islamic – e.g. Dome of the Rock- geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer, Hindu – e.g. Pampapati Temple– temple city complex with towers, Buddhist – e.g. Liurong Temple/pagoda or called a stupa in India, part of a temple city complex)</p> <p>Unique visual arts in Asian Cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy)</p> <p>Historical Style Periods:</p> <ul style="list-style-type: none"> <li>Renaissance (Leonardo Da Vinci - painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome (e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.)</li> <li>Baroque (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, painted harsh realities, used chiaroscuro)</li> <li>Neo-Classicism (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson – neo-classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States)</li> <li>Romanticism (John Constable – British landscapes, Francisco Goya – Spanish Court painter examined violence, greed, and foolishness of society)</li> <li>Realism - (Gustav Courbet – attention on the common man, Edouard Manet – focused on industrial age city and people, bridged the gap between realism and impressionism)</li> <li>Impressionism/Post-Impressionism (Claude Monet - tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work)</li> <li>Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple style periods including cubism)</li> <li>Modern &amp; Contemporary American (Andy Warhol – popularized middle class culture, Georgia O’Keefe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience)</li> </ul>

<p><b>Big Idea/Purposes for Creating the Arts (3) Reporting Category</b> The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.</p>
<p style="text-align: center;"><b>High School</b></p>
<p><b>Music</b></p>
<p><b>AH-HS-3.1.1</b> Students will explain how music fulfills a variety of purposes. DOK 2</p> <p>Purposes of music:(reasons for creating music)  <u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>
<p><b>Dance</b></p>
<p><b>AH-HS-3.2.1</b> Students will explain how dance fulfills a variety of purposes. DOK 2</p> <p>Purposes of dance:(reasons for creating dance)  <u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u>Recreational</u> - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u>Artistic Expression</u> – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>



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<p style="text-align: center;"><b>High School</b></p>
<p><b>Drama/Theatre</b></p>
<p><b>AH-HS-3.3.1</b> Students will explain how drama/theatre fulfills a variety of purposes. DOK 2</p> <p><b>Purposes of Drama/Theatre:(reasons for creating dramatic works)</b>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas, and emotions)  <u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)  <u>Recreational</u> – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)  <u>Artistic Expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g. dramatic works created and performed in a theatrical setting for an audience)</p>
<p><b>Visual Arts</b></p>
<p><b>AH-HS-3.4.1</b> Students will explain how art fulfills a variety of purposes. DOK 2</p> <p><b>Purposes of Visual Arts: (reasons for creating art)</b>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies  <u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate information, art to document important or historical events (e.g., Lange’s photography of the depression era)  <u>Functional</u> - artistic objects used in everyday life, (e.g., pottery, quilts, baskets, etc.)  <u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g. advertising, marketing, propaganda, ideology, etc.)</p>

<b>Big Idea/Processes in the Arts (4) Not A Reporting Category</b> There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.	
<b>High School</b>	
<b>Music</b>	
<b>AH-HS-4.1.1</b>	<i>Students will create and notate music.</i>
<b>AH-HS-4.1.2</b>	<i>Students will improvise rhythmic and/or melodic embellishments and variations on given melodies.</i>
<b>AH-HS-4.1.3</b>	<i>Students will sing or perform on instruments, alone or with others, by reading basic music notation (with practice)</i>
<b>AH-HS-4.1.4</b>	<i>Students will identify skills and training necessary for a variety of careers related to music.</i>
<b>Dance</b>	
<b>AH-HS-4.2.1</b>	<i>Students will create an individual or a group dance using dance elements (space, time and force) that communicates thoughts, ideas and/or feelings.</i>
<b>AH-HS-4.2.2</b>	<i>Students will demonstrate appropriate alignment, strength, and flexibility while performing dance movement.</i>
<b>AH-HS-4.2.3</b>	<i>Students will perform dances utilizing various forms. (Choreographic forms: theme and variation, rondo, narrative)</i>
<b>AH-HS-4.2.4</b>	<i>Students will perform social, recreational, and artistic dances from various historical periods and cultures.</i>
<b>AH-HS-4.2.5</b>	<i>Students will identify skills and training for a variety of careers related to dance.</i>

<b>Big Idea/Processes in the Arts (4) Not A Reporting Category</b> There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.	
<b>High School</b>	
<b>Drama/Theatre</b>	
<b>AH-HS-4.3.1</b>	<i>Students will create and perform using elements of drama. (Literary-script writing, Technical- designing and directing, Production- acting)</i>
<b>AH-HS-4.3.2</b>	<i>Students will identify skills and training necessary for a variety of careers related to drama.</i>
<b>Visual Arts</b>	
<b>AH-HS-4.4.1</b>	<i>Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems.</i>
<b>AH-HS-4.4.2</b>	<i>Students will use media and processes, subject matter, symbols, ideas, and themes to communicate cultural and aesthetic values.</i>
<b>AH-HS-4.4.3</b>	<i>Students will identify skills and training necessary for a variety of careers in visual arts.</i>

**Big Idea/ Interrelationships Among the Arts (5) Not a reporting category**

The arts share commonalities in structures, purposes, creative processes, and their ability to express ideals, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole, and helps to develop a full appreciation of the arts as a mirror of human kind.

**Interrelationships Among the Arts**

**AH-HS-5.5.1**

*Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy).*

**AH-HS-5.5.2**

*Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed another art form (e.g. dance).*

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